



EDEN PARK
HIGH SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

Date of Last Review: October 2016

Date of Next Review: October 2019

Responsibility: Mr E. Codling

Advisory Body Signature:



Eden Park High School Sex and Relationship Education Policy (SRE) is based on Government guidance. Sex Education is defined as “learning about physical, moral and emotional development”.

- It is about understanding the importance of marriage for family life, stable and loving relationships and respect, love and care for another.
- It is also about the teaching of sex, sexuality and sexual health.
- Sex Education forms part of the PSHEE and Citizenship curriculum at TRS.

When SRE is taught to students, it covers sexual issues with regard to morality and individual responsibility and is taught in a format which encourages students to ask and explore moral questions.

SRE is not used as a means of promoting any form of sexual orientation.

The SRE policy underwent extensive review by WO in 2015.

1. Aims and Objectives

1.1 The TRS SRE policy aims to teach the students about:-

- The Physical development of their bodies as they grow into adults
- The process of human reproduction
- Respect for their own bodies
- The importance of sexual activity as part of a committed long term loving relationship
- The importance of family life
- Moral issues and questions
- Relationship issues
- Respect for the views of other people
- Sexual abuse and what students should do if they are concerned about any sexual matters.

2. Context.

2.1 SRE is taught in the context of the school’s aims, values and vision.

2.2 SRE at TRS disseminates information about sexual behaviour with an awareness of a moral code and values that underpin all of the work in our school.

2.3 SRE at TRS is taught in the context of marriage and family life.

2.4 SRE at TRS is a part of the wider social, personal, spiritual and moral education programme, which includes:

- Students being taught to have respect for their own bodies
- Students learning about the consequences of sexual activity (including sexually transmitted diseases - STDs)

- Students being taught about building positive relationships with others, which involve trust and respect
- Students learning the importance of self-control

3 Organisation

- 3.1** TRS teaches SRE through different aspects of the curriculum. The SRE teaching takes place in PSHEE and Citizenship predominantly during Form Time and dedicated SMSC days, although we also teach some aspects through other curriculum areas where it is evident that those subject can contribute significantly to the student's knowledge and understanding – e.g. in Science, PE and RS.
- 3.2** In PSHEE and Citizenship, the Form Tutors teach the students about relationships and encourage them to discuss related issues. Students are also taught about what will happen to their bodies in puberty.
- 3.3** The Science curriculum includes topics such as life processes and the main stages of the human life cycle, which is taught using the guidance materials in the National Scheme of Work for Science.
- 3.4** One SMSC day is dedicated to Health and includes SRE delivered in conjunction with representatives from the Local Health Authority.
- 3.5** The registered school nurse is in attendance at various assemblies when relevant, to present information on local initiatives or issues that are highlighted by either the LEA and/or the students
- 3.6** All parents are given a consent form when their child is enrolled to TRS, which identifies the topics that the students will cover in their time at TRS through the SRE programme. This gives parents the opportunity to ask questions about the programme and the right to withdraw their child from the programme if they so wish.
- 3.7** P16 Mentors with WO deliver SRE Education to Year 9. Form Tutors support these sessions.
- 3.8** Annual Your Choice Your Voice days for Year 9 and 10 support SRE.

4. The role of Parents.

- 4.1** TRS believes that SRE is a partnership between the school and the parents/carers. A positive and supporting relationship needs to be built with the parents and students of our school through mutual understanding, trust and cooperation. To promote this relationship, TRS:
- informs parents about the school SRE policy and practice

- Answer any questions that parents may have about the SRE of their son/daughter
- Take seriously any issues that parents might raise with teachers or The Advisory Body about our SRE policy or the organisation of SRE in the school
- Inform parents about the best practice known with regard to SRE so that teaching in school supports key messages that parents and carers give to their children at home.

4.2 Parents have the right to withdraw their son/daughter from all or part of the SRE programme taught at TRS. If a parent requests that their son/daughter be withdrawn from an SRE lesson, they need to discuss this with the Headteacher or other designated member of staff. They will be expected to make clear which aspects of the programme they do not wish their son/daughter to participate in.

The school always complies with the wishes of parents in this regard.

4.3 The Advisory Body ensures that parents are consulted on the development and reviewing of the SRE policy.

5. The role of other members of the community

5.1 TRS encourages valued professional input within the community to work in partnership to provide advice and support to our students.

6. Confidentiality.

6.1 SRE lessons at TRS are delivered in a sensitive manner and in confidence. However, if a student discloses that may have been a victim of abuse, are involved or are likely to be involved in a sexual activity, then this is dealt with as a matter of Child Protection (see the Child Protection Policy).

6.2 An anonymous drop box is used when P16 deliver sessions. Questions are then addressed in the following session.

7. The role of the Headteacher.

7.1 It is the responsibility of the Headteacher:

- To ensure that both staff and parents are informed about the SRE policy
- To ensure that the policy is implemented
- To ensure that members of staff are allocated sufficient training to teach the programme effectively and handle and difficult issues with sensitivity
- To ensure that the appropriate external agencies work with the school with regard to the SRE programme and that they work within the framework of the policy

- To ensure that there are systems in place, which will enable students who are absent from lessons covering relevant elements of the programme, to have the opportunity to catch up on another occasion

8. Monitoring and Review.

8.1 The curriculum Committee of The Advisory Body monitors and the TRS SRE policy.

- The Curriculum committee will give serious consideration to any comments from parents about the SRE programme and will keep a record of such comments.
- The Advisory Body requires the Headteacher to keep a written record of the SRE programme taught at TRS, which includes details of content and delivery.

8.2 The Pastoral team review and monitor SRE annually.